

Penn Cambria Curriculum

Course Name	Drawing
Length of Course	½ credit
Grade Level	9 - 12
Prerequisites	None (Students who have already received credit for former Drawing and Painting elective are not eligible for this course).
Course Description	This course provides the opportunity to develop a portfolio and journal/sketchbook for a post-secondary institution. Students will review design elements, learn design principles, and will build upon learned drawing skills, using a variety of drawing media (pencil, ink, charcoal, pastels, and colored pencils). They will effectively and structurally analyze artwork via student presentations, evaluations and an art essay.
Units of Study	Design Elements and Principles Planning and Reflecting on Drawing Pencil drawing Ink drawing Charcoal drawing Pastel drawing Colored pencil drawing Art appreciation Art reproduction posters
Materials	Supplemental Materials: <ul style="list-style-type: none"> • Misc. Art supplies • Gerald Brommer's; Design Elements and Design Principles (CD-ROM) • Vocabulary booklet

Unit: Design Elements and Design Principles

Estimated Time: 2 weeks

Standard Alignment:

- 9.1.12A - Know and use the elements and principles of each art form to create works in the arts and humanities.
9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.

Curricular Objectives:

- A. Students will:
- Demonstrate knowledge of design elements including: line, shape, value, color and texture.
 - Demonstrate knowledge of design principles;
 - Slope
 - Form
 - Balance
 - Eye movement
 - Overlapping
 - Pattern
 - Balance
 - Contrast
 - Rhythm
 - Unity
 - Emphasis

Assessments/ Measurement of Objectives:

- Student projects/activities scored using teacher made rubric
- Vocabulary test
- Student mini projects

Suggested Methods of Instruction / Learning Activities:

- ✓ Make a series of diagrams, charts, and/or mini posters illustrating design elements and principles.
- ✓ Create a series of color wheels in a variety of media:
 - Pastel
 - Colored pencil
 - Watercolor

Unit: Planning & Reflecting on Drawing

Estimated Time: Ongoing throughout course – Approximately 5 class periods total.

Standard Alignment:

9.1.12C – Integrate and apply advanced vocabulary to the arts forms.

9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate careful research and planning, before creating evaluated work.
 - b. Analyze students own work and that of other students both verbally and in writing.

Assessments/ Measurement of Objectives:

- Sketchbook work; possible projects
- Journal; Daily word prompts with color/ value sketches.

Suggested Methods of Instruction / Learning Activities:

- ✓ Students planned and executed art shows and exhibits.
- ✓ Students centered art critiques
- ✓ Group discussion
- ✓ Written critiques
- ✓ Journal and sketchbook work
- ✓ Reading across the curriculum activities

Unit: Pencil Drawing

Estimated Time: 2-6 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Create an original pencil drawing, showing five values of ebony pencil, crosshatching and/or shading.

Assessments/ Measurement of Objectives:

- Student projects scored using teacher made rubric.
- Student written and oral critique.
- Journal/sketchbook

Suggested Methods of Instruction / Learning Activities:

- ✓ Gesture drawing, students take turns posing
- ✓ Cross hatching techniques
- ✓ Portrait and still life drawings in sketchbook
- ✓ Daily prompts
- ✓ Stippling value scale

Unit: Ink Drawing

Estimated Time: 4-9 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Produce a pen and ink drawing using a variety of shading techniques.
 - b. Create value scales for wash, stippling & cross hatching

Assessments/ Measurement of Objectives:

- Student projects scored using teacher made rubric
- Journal/sketchbook

Suggested Methods of Instruction / Learning Activities:

- ✓ Refer to pencil drawing for crosshatching techniques and subject matter.
- ✓ 3 charts showing s values of ink for each technique
 - Shading
 - Crosshatching
 - Stippling
- ✓ Produce a drawing in three values of ink refining to student made chart.
- ✓ Daily prompts

Unit: Charcoal Drawing

Estimated Time: 4-9 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Produce a still life with fruit in charcoal.
 - b. Sketch a variety of gestures in their sketchbook.
 - c. Compare and contrast drawing media.

Assessments/ Measurement of Objectives:

- Student sketchbook
- Student projects scored using teacher made rubrics
- Student written critique contrasting the qualities of pencil and charcoal
- Student projects scored using charcoal specific rubric

Suggested Methods of Instruction / Learning Activities:

- ✓ Gesture drawings
- ✓ Daily prompts
- ✓ Sketchbook gestures
- ✓ Sketch all three- choose one for complete drawing
 - Plant
 - 3-D head
 - Drapery

Unit: Pastel Drawing

Estimated Time: 2-6 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate the similar and contrasting qualities of charcoal and pastels.
 - b. Create an original pastel drawing from charcoal still life.

Assessments/ Measurement of Objectives:

- Student projects evaluated using teacher made rubric
- Color usage

Suggested Methods of Instruction / Learning Activities:

- ✓ Choose still life from charcoal activity, redraw and add color and values with pastels.

Unit: Colored Pencil Drawing

Estimated Time: 2-6 days

Standard Alignment:

- 9.1.12B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.1.12E – Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.12F – Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.
- 9.1.12I – Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.
- 9.3.12A – Explain and apply the critical examination processes of works in the arts and humanities.
- 9.3.12F – Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.
- 9.4.12B – Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Students will:
 - a. Demonstrate the ability to use colored pencils to create an original work of art.

Assessments/ Measurement of Objectives:

- Journal/ sketchbook
- Student projects scored using rubric

Suggested Methods of Instruction / Learning Activities:

- ✓ Cut out 5 different characters from Sunday comics (man or animal).
- ✓ Combine 5 pictures to make 1 original cartoon character.
- ✓ Use colored pencil and sharpie for outlining.
- ✓ Add a caption for extra credit.

Unit: Art Appreciation

Estimated Time: 1 week

Standard Alignment:

- 9.1.12C – Integrate and apply advanced vocabulary to the arts forms.
- 9.2.12A – Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.12D – Analyze a work of art from its historical and cultural perspective.
- 9.2.12H – Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts.
- 9.2.12I – Identify, explain and analyze philosophical beliefs as they relate to works in the fine arts.
- 9.2.12L – Identify, explain and analyze common themes, forms and techniques from works in the arts.
- 9.3.12A - Explain and apply the critical examination processes of works in the arts and humanities.
- 9.4.12B - Describe and analyze the effects that works in the arts have on groups, individuals and the culture.

Curricular Objectives:

- A. Understand and appreciate the cultural and historical context of **drawing** as an art form.
 - a. Research **drawing** art from several points of view (cultural, artists, movements, historical, technical, etc.)
 - b. Know how a specific culture's **drawing** art expresses details of that culture (values, settings, Religion, etc.).
 - c. Evaluate and respond to diversified **pieces of drawing** on the basis of the elements of design, subject matter and theme.
- B. Gain an increased awareness of social, natural, and human-made surroundings.
 - a. When placed in a familiar natural setting, social setting and/or site in a building or neighborhood be able to verbally identify elements not before noticed in more than one sense (smell, sound, sight, feeling, taste).
- C. Possess an introductory understanding of theme, style, and technique in **drawing**.
 - b. Know the concepts of theme, style and technique in **drawing**.
 - c. Know about two or three major artistic movements (abstract, expressionism, impressionism, classical realism, etc.) including when, artists, **major works in drawing**, themes, styles, techniques, source of ideas, media, etc.
 - d. Using artistic terms and concepts; be able to give a personal response to these movements.
 - e. Identify and describe theme, style, technique **in drawing**, and classify art by theme and style. Identify and describe theme, style and technique of your artistic work.
- D. Show proficiency in artistic skills.
 - f. Explain feelings art is meant to arouse.
 - g. Identify elements of art related **to drawing** including: line, texture, shape, form, color and space.
 - h. Identify principles of art related **to drawing**, including: variety, movement, repetition, emphasis and unity.

Assessments/ Measurement of Objectives:

- Written and oral presentations.
- Student research projects
- Written essays, summaries and narratives.

Suggested Methods of Instruction / Learning Activities:

- ✓ Essay using design elements and principles to describe a famous painter's art work.
- ✓ Library research
- ✓ On going references throughout course